**Instructional Model**

**for**

**Millard Public Schools**

**(Revised 2006; 2007; 2009)**

**5606 South 147th Street**

**Omaha, Nebraska**

**68137**



The Millard Strategic Plan called for the development of an Instructional Model representing research on effective teaching. The first draft of the model was developed by a team of administrators and teachers in 1992. This draft was a hybrid of the staff development programs offered in Millard in the past ten years: Cooperative Learning, Thinking Skills, Learning Styles, ITIP, Advanced ITIP, Developing Independent Learners, Reading-Writing In-services.

Another charge from the Millard Strategic Plan was to create a new teacher evaluation process. A team of teachers and administrators was established to develop a new system. An important element of that system was the Instructional Model. Using the work of Dr. Ed Iwanicki from the University of Connecticut and the 1992 draft of the Instructional Model, a writing team of administrators and teachers formed the Indicators of Effective Teaching.

The Teacher Evaluation Team used a consensus process to complete and approve the final product. The Millard Education Association was involved in the creation of the Teacher Evaluation System and assured that the product met criteria for teacher evaluation established through state and national resolutions. The MEA Board of Directors, the Human Resources Division, the Curriculum Division, and the building principals reviewed the final document. The Millard Board of Education approved the plan for teacher evaluation on March 7, 1994.

The Teacher Evaluation System was updated in 2001 to reflect the District’s staff development initiative in differentiated instruction and updated again in 2003 to reflect the district’s growth in the integration of technology into instruction. The Millard Board of Education approved the updated Teacher Evaluation System in July 2001 and in June 2003.

In the summer of 2005, a group of Millard educators came together for a two day summer retreat to reflect on the following questions:

* What does an effective teacher do to increase student achievement?
* What are important decisions teachers must make to effectively instruct?
* Why is successful classroom management vital to improved student achievement?
* Can a district model of instruction increase student achievement?
* Does student achievement increase when building administrators model effective instruction?

Based on this retreat and several meetings during the 2005-2006 school year, the Millard Instructional Model was revised to place more emphasis on “student learning.” “Indicators of Effective Teaching” became “Practices That Promote Successful Student Learning.”

We believe all teachers should consider the following four important questions:

1. **What will students know and be able to do?**
2. **How will students learn it?**
3. **How do we know if students learned it?**

**4) What happens if students don’t learn it or already know it?**

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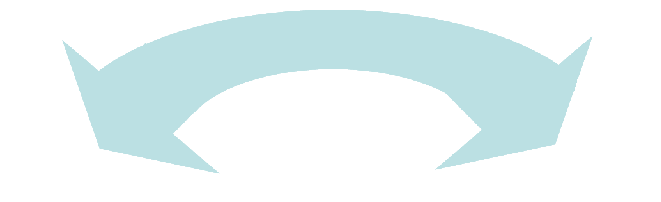
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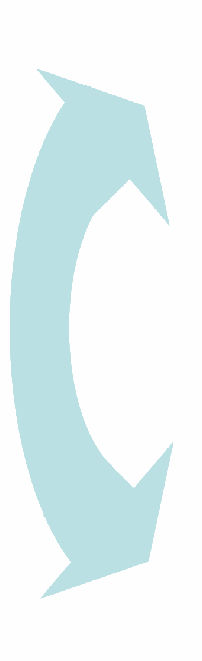
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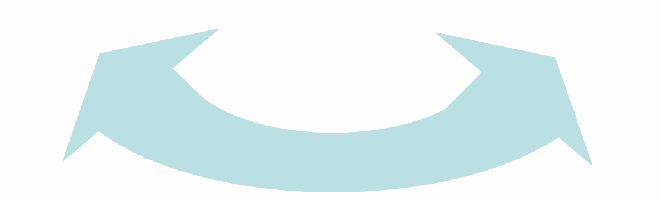
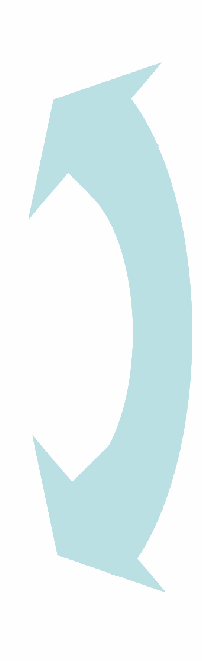
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**Millard Instructional Model (MIM)**

The Mission of MIM is to ensure that each student understands, knows, and is able to demonstrate the learning specified in the Millard Educational Program so that students meet the guarantee of the Millard Public Schools’ Mission.The Millard Instructional Model is divided into four interdependent domains of learning. The fifth domain, Professional Responsibilities is included in the Teacher Evaluation Process.







**Millard Public Schools Mission**

The mission of the Millard Public Schools is to guarantee that each student develops the character traits and masters the knowledge and skills necessary for personal excellence and responsible citizenship by developing a

world-class educational system with diverse programs and effective practices designed to engage and challenge all students.

**MILLARD INSTRUCTIONAL MODEL:**

**PRACTICES THAT PROMOTE SUCCESSFUL STUDENT LEARNING**

**Domain 1: Planning**

***What will students know and be able to do? How will students learn it?***

***How do we know students learn it? What happens if students do not learn it or already know it?***

1. Students succeed because teachers plan with individual learning results in mind.

**Domain 2: Instruction**

***How will students learn it? What happens if students do not learn it or already know it?***

1. Students achieve desired learning results from effective participation in well-designed and executed units and lessons.
2. Students are given many opportunities to learn the prescribed curriculum of the Millard Education Program.
3. Students develop the capacity to understand and apply knowledge in meaningful ways.

**Domain 3: Assessment**

***How do we know students learn it?***

1. Student progress is continually monitored, and teaching is adjusted to optimize individual learning.
2. Students who are not meeting individual learning goals are supported by proactive intervention.
3. Student grades reflect evidence of learning.

**Domain 4: Learning Environment**

***How will students learn it? What happens if students do not learn it or already know it?***

1. Students are engaged in a positive, productive environment established by the teacher.
2. Student behavior expectations that comply with Millard policy are clearly taught and effectively implemented.
3. Students are expected to meet challenging and differentiated learning goals.

**Domain 5: Professional Responsibilities**

1. Teaching professionals initiate meaningful professional growth and contribute to school and district improvement.
2. Teaching professionals perform school-related responsibilities.

**PRACTICES THAT PROMOTE SUCCESSFUL STUDENT LEARNING**

**QUICK REFERENCE**

**Domain 1: Planning**

***What will students know and be able to do? How will students learn it?***

***How do we know students learn it? What happens if students do not learn it or already know it?***

**I. Students succeed because teachers plan with individual learning results in mind.**

1. The teacher utilizes the Millard Educational Program in planning essential learning outcomes and instructional objectives in each area of study.
2. Individualized assessment data are used to determine learning objectives for each student.
3. Students are appropriately involved in teacher planning decisions.
4. The teacher utilizes effective principles of learning in planning the unit and lessons.

**Domain 2: Instruction**

***How will students learn it? What happens if students do not learn it or already know it?***

**II. Students achieve desired learning results from effective participation in well-designed and executed units and lessons.**

1. Students understand daily, weekly and unit learning goals and objectives.
2. Students are “hooked into learning” by appropriate anticipatory sets and effective motivational strategies.
3. Students are actively engaged during the full instructional period.
4. Students learn as a result of effective teacher input and modeling.
5. Student thinking is facilitated by teacher questioning techniques.
6. Students are actively engaged in their own learning.
7. Preferred student learning styles and effective pedagogy are integral components of instruction.
8. Student success results from ongoing checking for understanding and guided practice that incorporate planning, instruction and assessment in a continuous learning loop.
9. High-quality practice tasks for students are motivating so that learning is engaging and meaningful.
10. Students are given opportunities to use technology as a tool in learning.

**III. Students are given many opportunities to learn the prescribed curriculum of the Millard Education Program.**

1. Intervention for remediation is immediate and ongoing.
2. Opportunities for differentiated activities to challenge and interest each student are provided to achieve optimum learning.

**IV. Students develop the capacity to understand and apply knowledge in meaningful ways.**

1. Students are helped to link new learning to past learning so that transfer will occur.
2. Students acquire skills to allow them to function productively and independently of direct teacher supervision.

**Domain 3: Assessment**

***How do we know students learn it?***

**V. Student progress is continually monitored, and teaching is adjusted to optimize individual learning.**

1. Effective assessment practices allow students to demonstrate learning and teachers to diagnose difficulties.
2. Pre-assessment data is used to set goals and objectives.
3. Assessment data is used during instruction to monitor understanding and adjust instruction.
4. Technology resources support assessment of student learning.

**VI. Students who are not meeting individual learning goals are supported by proactive intervention.**

1. Effective intervention plans are designed according to district guidelines.
2. Students, parents, teachers and administrators implement an effective intervention plan.
3. Intervention plans are monitored to assure their effectiveness.

**VII. Student grades reflect evidence of learning.**

1. Grades are fair, consistent, timely and clearly reported to students and parents.
2. Grading procedures of teachers are based on student achievement of performance standards.
3. Student involvement in grading includes understanding of grade determination and responsible communication with teachers and parents regarding progress.

**Domain 4: Learning Environment**

***How will students learn it? What happens if students do not learn it or already know it?***

**VIII. Students are engaged in a positive, productive environment established by the teacher.**

1. A supportive culture for successful learning is evident.
2. Students know and follow the procedures for the class.
3. Physical space is safe and organized for learning.
4. Students and teacher share mutual rapport and respect.

**IX. Student behavior expectations that comply with Millard policy are clearly taught and effectively implemented.**

1. Students and teacher establish behavior guidelines appropriate for the developmental level of student and classroom setting.
2. Students understand and follow established behavior guidelines.

**X. Students are expected to meet challenging and differentiated learning goals.**

1. Goals are set at least annually.
2. Students understand and are actively involved in their personal progress.
3. Goals push students toward continual growth.

**Domain 5: Professional Responsibilities**

**XI. Teaching professionals initiate meaningful professional growth and contribute to school and district improvement.**

1. Teaching professionals pursue professional development to improve instruction.
2. Teaching professionals assume responsibility for school and district improvement.

**XII. Teaching professionals perform school-related responsibilities.**

1. Teaching professionals comply with rules and regulations to provide a safe and orderly school environment.
2. Teaching professionals contribute to a positive school climate.
3. Teaching professionals initiate parental involvement and support.
4. Teaching professionals use a variety of educational tools, including technology, to enhance professional practice.

**PRACTICES THAT PROMOTE SUCCESSFUL STUDENT LEARNING**

**In-depth Explanation**

**Domain 1: Planning**

***What will students know and be able to do? How will students learn it?***

***How do we know students learn it? What happens if students do not learn it or already know it?***

**I. Students succeed because teachers plan with individual learning results in mind.**

1. The teacher utilizes the Millard Educational Program in planning essential learning outcomes and instructional objectives in each area of study.
   * 1. Written plans address required MEP curricular outcomes, state and national standards.
     2. Daily and weekly lessons are designed backwards from the unit objectives.
2. Individualized assessment data are used to determine learning objectives for each student.
3. Standardized and essential learner outcome results guide planning.
4. Transition data from prior grades is included in planning.
5. Unit/lesson formative and summative assessments determine next steps.
   1. Students are appropriately involved in teacher planning decisions.
6. Student needs and interests are utilized in planning work that is challenging and differentiated.
7. Students participate in developmentally appropriate goal setting.
8. Students understand learning objectives, expected outcomes, assessments and the relevance of the content study.
9. Students are motivated to be actively engaged as a result of involvement in planning.
   1. The teacher utilizes effective principles of learning in planning the unit and lessons.
10. The teacher identifies desired results in terms of student learning.
11. The teacher identifies unit goals, essential questions, enduring understandings, and key knowledge and skills.
12. The teacher defines evidence of learning, including performance tasks and rubrics.
13. The teacher provides time and instruction to promote student self-assessment.
14. The teacher designs instructional strategies and learning experiences needed to achieve the unit goal.
15. The teacher designs activities to motivate students to learn.
16. The teacher uses appropriate anticipatory set and closure to introduce and summarize daily and unit learning.
17. The teacher provides opportunities for students to rehearse, rethink, revise and refine their work based upon timely feedback.
18. The teacher provides opportunities for students to evaluate their work and set future goals.
19. The teacher designs flexible lessons to meet the interests and learning styles of each student.

**Domain 2: Instruction**

***How will students learn it? What happens if students do not learn it or already know it?***

**II. Students achieve desired learning results from effective participation in well-designed and executed units and lessons.**

1. Students understand daily, weekly and unit learning goals and objectives.
2. The teacher designs and shares daily learning objectives for student reference.
3. Instructional strategies and learning activities correlate to the achievement of the stated objective.
4. Students understand the relevance and expectations inherent in achieving objectives.
5. Students are “hooked into learning” by appropriate anticipatory sets and effective motivational strategies.
6. The teacher leads students to review past learning as a connection to current lessons.
7. The teacher uses the appropriate level of concern and feeling tone to encourage students to participate in the lesson.
8. The teacher plans activities to generate student interest in the learning.
9. The teacher provides knowledge of results of learning to guide student efforts.
10. The teacher designs lessons to motivate students intrinsically and extrinsically as needed.
11. Students are actively engaged during the full instructional period.
12. The teacher designs the start of each class as prime time for learning.
13. The teacher uses sponge activities, anticipatory sets and shared objectives to focus students.
14. Students learn as a result of effective teacher input and modeling.
15. The teacher selects and organizes basic information so students have a foundation of concepts and generalizations on which to increase understanding.
16. The teacher organizes instruction so students understand and see the relationship of the parts to the whole.
17. The teacher uses modeling to help students understand.
18. The teacher uses visuals and/or technology to enhance learning.
19. The teacher communicates clearly using precise language and acceptable oral expression.
    1. Student thinking is facilitated by teacher questioning techniques.

1. Teacher uses questions that are open-ended.

2. Teacher uses varying levels of questioning, inquiry, or reflection that range from concrete to abstract.

3. Teacher uses questions that require both lower order and higher order thinking skills

4. Teacher uses wait time appropriately.

5. Teacher reinforces, dignifies, and builds on student responses.

6. Teacher clarifies or rephrases questions and responses when necessary.

* 1. Students are actively engaged in their own learning.

1. Students ask relevant questions.

2. Students actively listen.

3. Students exchange and build on one another’s ideas.

4. Students initiate exploration of ideas.

* 1. Preferred student learning styles and effective pedagogy are integral components of instruction.

1. The teacher uses effective instructional strategies, including the following (from Marzano’s work):
2. Comparing and contrasting
3. Summarizing and note taking
4. Reinforcing efforts and providing recognition
5. Designing appropriate homework and practice
6. Providing and encouraging non-linguistic representations of key points
7. Cooperative learning
8. Setting goals and providing feedback
9. Generating and testing hypotheses
10. Using cues, questions and advance organizers.
    1. Student success results from ongoing checking for understanding and guided practice that incorporate planning, instruction and assessment in a continuous learning loop.
       1. Pre-assessments indicate knowledge transfer from past learning by each student.
       2. Students have opportunity to demonstrate knowledge as teachers check for understanding during instruction.
       3. Instruction is monitored and adjusted continually based on student demonstrations of knowledge and understanding.
          1. High-quality practice tasks for students are motivating so that learning is engaging and meaningful.
11. Students are actively engaged in meaningful guided practice*.*
12. Varied types of responses allow students to demonstrate understanding after initial teacher-guided practice.
13. Guided practice is short in duration and includes smaller chunks of content.
14. Students exert intense effort in their intent to learn.
15. Students receive immediate formative feedback.
16. As practice progresses, teachers include students as models.
17. Students are guided to effective independent practice*.*
18. Type and amount of practice is differentiated for each student.
    1. Initial independent practice is formative in nature.
    2. Independent practice is engaging and challenging.
19. Students receive timely formative feedback from the teacher.
20. Students are given opportunities to use technology as a tool in learning.
21. The teacher uses technology that is appropriate to the task or instruction.
22. Students have sufficient access to and training in appropriate technology.

**III. Students are given many opportunities to learn the prescribed curriculum of the Millard Education Program.**

1. Intervention for remediation is immediate and ongoing.
2. Opportunities for differentiated activities to challenge and interest each student are provided to achieve optimum learning.

**IV. Students develop the capacity to understand and apply knowledge in meaningful ways.**

A. Students are helped to link new learning to past learning so that transfer will occur.

* + 1. New learning is “hooked” to past learning.
    2. Critical attributes of the content to be learned are identified.
    3. Students learn to “tie it all together” as they combine past and new knowledge.
    4. Students learn to apply knowledge to new situations.

B. Students acquire skills to allow them to function productively and independently of direct teacher supervision.

1. Differentiated opportunities for learning exist.
2. The class environment is designed for student independence.

**Domain 3: Assessment**

***How do we know students learn it?***

**V. Student progress is continually monitored, and teaching is adjusted to optimize individual learning.**

1. Effective assessment practices allow students to demonstrate learning and allow teachers to diagnose difficulties.
2. Pre-assessment data is used to set goals and objectives.
3. Assessment data during instruction is used to monitor understanding and adjust instruction.
4. Technology resources support assessment of student learning.

**VI. Students who are not meeting individual learning goals are supported by proactive intervention.**

* 1. Effective intervention plans are designed according to district guidelines.
     1. The intervention focuses on the students’ individual learning needs.
     2. A pyramid of interventions provides increasing amounts of support.
        1. Students, parents, teachers and administrators implement an effective intervention plan.

1. Educational professionals work collaboratively to achieve results.
2. The teacher and other educational professionals provide flexible time for the student to achieve results.
3. The intervention focuses on problem solving.
4. The intervention fosters student responsibility, accountability, and independence.
   1. Intervention plans are monitored to assure their effectiveness.

**VII. Student grades reflect evidence of learning.**

* 1. Grades are fair, consistent, timely and clearly reported to students and parents.

1. Reports differentiate between the formative and summative assessment categories.
2. Students have assessment choices.
3. Students have ample opportunity to demonstrate achievement.
4. Students are accountable for their work.
5. Teachers post grades in a timely and accurate manner.
6. Teachers update reports as students improve achievement.
7. Students have several opportunities (method and number) to demonstrate mastery.
8. The teacher provides quality assessments.
9. The teacher accurately records evidence of student need and achievement.
   1. Grading procedures of teachers are based on student achievement of performance standards.
10. Grades relate directly to identified learning goals.
11. Performance standards are used to determine grades.
12. Student involvement in grading includes understanding of grade determination and responsible communication with teachers and parents regarding progress.
13. Feedback is given separately for formative assessments.
14. Grades relate directly to individual student achievement through summative assessments.

**Domain 4: Learning Environment**

***How will students learn it? What happens if students do not learn it or already know it?***

**VIII. Students are engaged in a positive, productive environment established by the teacher.**

A. A supportive culture for successful learning is evident.

1. Students have ongoing feedback to know how they are progressing.
2. Teacher takes personal interest in and knows student achievement and learning styles.
3. Students are assisted in self responsibility and self monitoring.
4. Teacher-student relationship is appropriate.
5. Students know and follow the procedures for the class.
6. Beginning of day and period procedures are routine and logical.
7. Procedures for transitions focus student attention and minimize interruptions.
8. Learning materials, support equipment and technology are used efficiently.
9. Effective procedures are used to present information, guide group work, and facilitate independent practice and teacher-led activities.
10. Students are involved in the establishment of rules and procedures.
    1. Physical space is safe and organized for learning.
11. Safety procedures are defined and visible for student reference.
12. The learning environment is organized to facilitate learning.
13. Time on learning is maximized as a result of good organization of the learning environment.

D. Students and teachers share a mutual rapport and respect.

1. An appropriate level of teacher control is in place.
2. Students feel the teacher knows and takes personal interest in them.
3. The tone between teacher and student is pleasant and appropriate.
4. The teacher and students celebrate success.
5. Students participate actively in the learning activities.
6. The teacher designs activities to develop appropriate level of concern.
   1. The teacher is highly visible to all students in the setting.
   2. The teacher uses proximity to motivate students.
   3. Questioning techniques encourage all students to participate.
   4. The teacher demonstrates the appropriate use of humor.
   5. The teacher demonstrates caring for each individual.

**IX. Student behavior expectations that comply with Millard policy are clearly taught and effectively implemented.**

A. Students and teacher establish behavior guidelines appropriate for the developmental level of student and classroom setting.

1. Appropriate limits for unacceptable behavior and resulting consequences are established and followed.

* 1. Acceptable behavior is acknowledged and reinforced.

B. Students understand and follow established behavior guidelines.

1. Bullying or exclusion is not tolerated.
2. Teacher anticipates problems and reacts immediately.
3. Effective procedures for record keeping are followed.

**X. Students are expected to meet challenging and differentiated learning goals.**

A. Goals are set at least annually.

B. Students understand and are actively involved in their personal progress.

1. Assessment reports provide appropriate information to support the student.
2. Student/parent/teacher conferences and communications focus on individual student learning and achievement.
3. Students are involved in self reflection about their learning.
4. Learning goals are reviewed and revised as appropriate.

C. Goals push students toward continued growth.

**Domain 5: Professional Responsibilities**

**XI. Teaching professionals initiate meaningful professional growth and contribute to school and district improvement.**

A. Teaching professionals pursue professional development to improve instruction.

1. Teaching professionals apply professional development growth experiences to improve content knowledge and pedagogical skill.
2. Teaching professionals review student data, critically examine their teaching, and collaborate with colleagues to increase student achievement.
3. Teaching professionals systematically reflect upon their own teaching practice and learn from experience.

B. Teaching professionals assume responsibility for school and district improvement.

1. Teaching professionals work cooperatively to identify areas where school and district programs need to be strengthened.
2. Teaching professionals participate in the implementation of improvement plans.

**XII. Teaching professionals perform school-related responsibilities.**

A. Teaching professionals comply with rules and regulations to provide a safe and orderly school environment.

1. Teaching professionals carry out school related duties by adhering to established laws, policies, rules, and regulations.
2. Teaching professionals adhere to the Professional Code of Ethics (Board Policy 4155).

B. Teaching professionals contribute to a positive school climate.

1. Teaching professionals foster healthy relationships with others.
2. Teaching professionals demonstrate enthusiasm for their profession and express concerns in a constructive manner.
3. Teaching professionals are involved in school activities to enrich the school learning environment.

C. Teaching professionals initiate parental involvement and support.

1. Teaching professionals clearly communicate the objectives and expectations of the course and/or grade level to students and parents to engage families in the instructional program.
2. Teaching professionals accurately maintain student records and effectively communicate student progress in a variety of methods to students and parents.

D. Teaching professionals use a variety of educational tools, including technology, to enhance professional practice.

1. Teaching professionals apply technology to increase productivity.
2. Teaching professionals continually evaluate professional practice regarding the use of technology in support of student learning.
3. Teaching professionals model an understanding of the social, ethical, legal, and human issues surrounding the use of technology.